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| CCSS Literary Essay Unit-Grade 4 |

**Literary Essay is an opinion that a reader has about a story.**

**Purpose:  make a claim and support it (reader shares his/her viewpoint and supports it)**

**Immersion:**

* Absolute must for any unit of study
* Goals
  + move students through explorers of text to type of writers of it
  + to help students develop thorough understanding of type of text
* If doing a pre-assessment, it should be done BEFORE the immersion phase.
* Activities
  + Revisit personal essay (a student has a strong feeling or opinion about something in personal essay, back what they believe, goal is to back opinion, and written to express opinion to others, intro.-lead, thesis statement, reasons; body-break down reasons with topic sentence, supporting sentences, transition words, and concluding statement, & conclusion- restate thesis)
    - Purpose is to reinforce that students already know about essay writing.  Structure is the same, but now you will learn how to do this with text.
  + read and study literary essays and ask how do literary essays tend to go?
    - save student writing samples to use
    - Use a student's example from previous year
  + read and study short stories-reading and writing connection
  + write a class 'flash' draft (means QUICK, in one setting, not going for perfection)
    - Shared writing (teacher controls the pen, students help with composing)
    - flash draft is written together, it is skeletal, not perfect
    - this helps with modeling
    - writing with (to, with, by)
    - Use the structure from the anchor chart in the actual unit of study
* Types of support or evidence (teach this whether you're a 12th grader or 3rd grader)
  + Story with a slant
  + Facts or statistics
  + Quote-every day person or "expert"
* Structure of essay is most important
* Shared language is critical since structure of essays is the same format, just more sophisticated at secondary
* May need additional days in this unit this year to review personal essays (since it is new to 3rd grade this year)
* Lucy Calkins book 3 is helpful for reviewing personal essays to prepare students for literary essays

Immersion 1

* Read several ex of literary essays and notice characteristics (read the actual text in readers workshop)
* Turn and talk
* Class charting-categories (define, purpose, characteristics)
  + See sandy packet pg 16
* Define & discuss purpose
* Choose one literary essay and use as mentor

**Resources:**

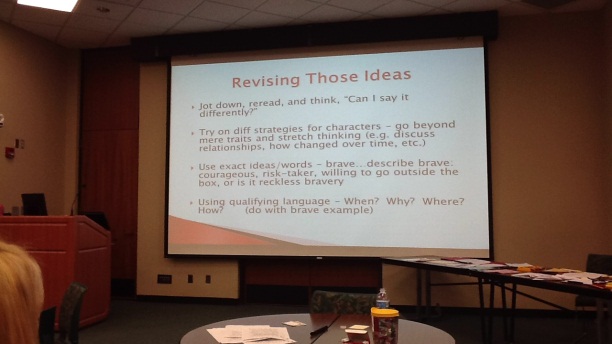
* <http://www.writingmatters.org/> has literary essay examples
* Writing About Reading
  + <http://www.heinemann.com/products/E00578.aspx>
* Lucy Calkins Literary Essay Unit (CD)
  + Thinking about characters
  + Prompts for pushing our thinking about reading
  + Interpretation:  what is this story really about?
  + Questions essayists ask of a thesis statement
  + Tips and tools for writing a thesis and topic sentences for a literary essay
  + How to angle a story to make a point (critical to use this for sessions 9 & 10)
* Create 3 Anchor Charts in 3 different colors
  + How to write an introduction for a literary essay
  + How to write the body for a literary essay
  + How to write the conclusion of a literary essay
* Use the pacing calendar

**Lessons/Sessions**

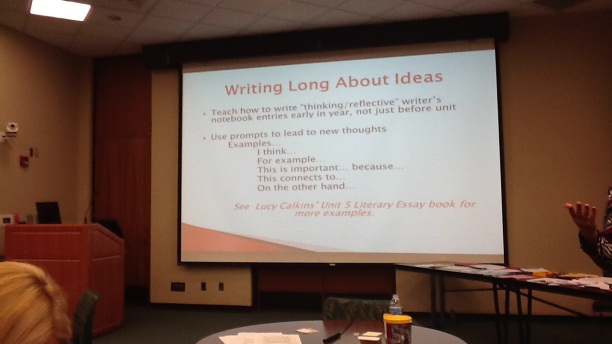
* Session 1:  could be part of immersion
  + Find a better example of an essay with more CCSS characteristics
* Session 2:  may take more than one day
  + Read The Other Side as a reader first, then study it as a writer
  + May want to change the title of the anchor chart from Prompts for writing a Literary Essay to Tips for Writing a Literary Essay
  + Create a stem/frame students can use to write any thesis statment for transferability (**authors name** *type of text* title of text teaches insert the idea or claim)
* Session 3:  use Calkins 'Thinking About Characters' resource
  + Give a thesis stem/frame (from session 2)
* Session 4:  restate the claim
* Session 5:  use Calkins resource 'Interpretation:  What is the story Really About?'
  + May need to focus on this in readers workshop and help them find heart of the story
  + May also need to use Calkins resource:  Questions Essayists Ask of a Thesis Statement
    - Think about how stories work (intro, rising action, turning point, falling action, resolution)
  + Have students try to write thesis statements 3 different ways (gets better each time)
  + have students write thesis statements onto sentence strips and compare
  + Example-people can change, parents may surprise you, things don't always turn out like you expect, it can be rewarding to put the needs of others first, to make sacrifices,
  + Define thesis statement:  a main idea that is really important to the reader, also known as a claim (our schema, experiences, background, all contribute to what we think as a thesis statement)
  + An idea refers to something that occurs to the reader, something not actually stated in the text
  + Have students write thesis statements on 3x5 cards and collect them as formative assessment to determine who needs more support
  + May need to use Calkins resource 'Finding and testing a thesis statement'
* Session 6:  elaboration
  + Show students specific examples from student literary essays where students have cited examples
* Session 7:  stronger intro paragraphs
  + Write a lead that is related to the theme of the story
  + A tiny summary (students need to know how to summarize)
    - Ex.  Jaclyn Woodson's, The Other Side, is about two girls who come from very different backgrounds......
  + A thesis statement
* Session 8:

**Reading and Writing Connection:  How To Grow Ideas In Reading? {See handout in Sandy's packet (pg.13)}**

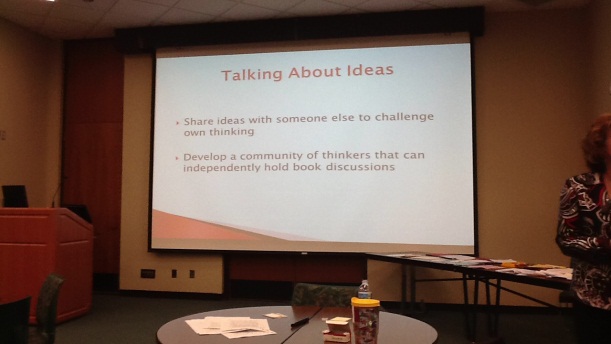
* Having ideas about books
  + T and S insights about text
* Revising those ideas
  + First ideas are often not your best ones
  + First reading is literal recall
  + Reread is interpretation and deeper



Writing long about ideas

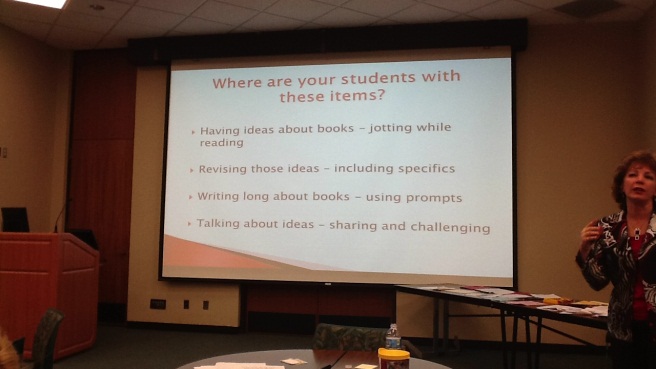


Talking about ideas



**Short story activity: Jotting of ideas**



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